



MOCK EXAMINATION 1

ENGLISH SCHOOL

Examination Preparation



B2





MOCK EXAMINATION 1

ENGLISH SCHOOL

Examination Preparation

B2

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Published by telc gGmbH, Frankfurt am Main, Germany

All rights reserved

© 2021 by telc gGmbH, Frankfurt am Main

Printed in Germany

ISBN: Booklet: 978-3-940728-92-0

Order Number: Booklet: 5114-B00-010201

MP3: 5114-MP3-010101

To the readers of this booklet

As an internationally recognised test provider, telc offers a range of tests to suit your needs. Whether you are a student wishing to take a test or a course instructor preparing a class, this mock exam will help you gain a firm understanding of the exam requirements and get the best results.

What we offer

telc gGmbH is a not-for-profit educational institution based in Frankfurt am Main, Germany. As an internationally oriented organisation, telc works in close cooperation with 1,500 licenced partners in Germany and another 1,500 in Europe and beyond, to provide a standardised certification of language competence under the brand name *telc – language tests*. As *telc Training*, we offer seminars and courses for the continuing professional development of teachers as well as examiner training. Our teaching and learning materials, including digital learning and testing services, complete our portfolio.

The *telc English B2 School* examination is part of telc's portfolio of examinations designed for learners interested in proving their language skills. Our general and vocationally oriented examinations are a contribution towards multilingualism and language diversity in Europe. They take the needs of language learners throughout the world into account and certify language competency for everyday life, study and occupational purposes.

telc gGmbH is a subsidiary of the German Adult Education Association (Deutscher Volkshochschulverband e. V.) and is dedicated to lifelong learning. We are committed to facilitating language learning and integration, as well as mobility – in Germany and across Europe. telc certificates are recognized by corporations, schools, universities and government agencies. We offer a unique system that combines tried and trusted test formats and flexible test dates to match our customers' needs with objective and transparent examination conditions.

Our network

telc's strength comes from its cooperation with many and diverse partners over five decades. This cooperation challenges us and motivates us to consistently offer high-quality, needs-oriented services. A lot has changed since the first telc certificates were awarded in the 1960s. *telc – language tests* have always kept up with the times. We take up new academic and practical impulses and transfer them into task-oriented, valid test formats. As a full member of ALTE (Association of Language Testers in Europe) and as a member of EQUALS, our tests are developed in accordance with European stipulations. telc gGmbH is certified according to the international DIN standard, DIN EN ISO 9001:2015. You will find an overview of our programme at www.telc.net.



Jürgen Keicher
Managing Director, telc gGmbH

CONTENTS

Test






The Structure of the Examination	5
Reading Comprehension	6
Language Elements	13
Listening Comprehension	15
Written Expression	18
Oral Expression	21
Answer Sheet S30	25

Information

How is the test conducted?	31
Answer Sheet M10	39
Marking Criteria for Oral Expression	40
Marking Criteria for Written Expression	42
Points and Grades	45
Answer Key	47
Transcripts	48

The Structure of the Examination

telc English B2

	Sub Test	Aim	Type of Test	Time in minutes
Written Examination	 1 Reading Comprehension			90
	Part 1	Reading for Gist	5 matching items	
	Part 2	Reading for Detail	5 multiple-choice items	
	Part 3	Selective Reading	10 matching items	
	 2 Language Elements			
	Part 1	Grammar	10 multiple-choice items	
	Part 2	Lexis	10 matching items	
	 3 Listening Comprehension			approx. 20
	Part 1	Listening for Gist	5 true/false items	
	Part 2	Listening for Detail	10 true/false items	
	 4 Written Expression			30
		Writing a semi-formal email Choice of two tasks		
Oral Examination	Preparation			20
	 5 Oral Expression			approx. 15
	Part 1	Describing experiences	two or three test takers	
	Part 2	Discussion		
	Part 3	Planning something together		

Reading Comprehension Part 1

First read the ten headlines a–j. Then read the five texts 1–5 and decide which text goes best with each headline.

Mark your answers on the answer sheet.

- a **Absent in the present**
- b **Cat show attracts the crowds**
- c **Cat survives mad dog attack**
- d **Coffee with a difference**
- e **Furry, cute but expensive pest**
- f **It's not the size that matters**
- g **Lack of sleep causes accidents**
- h **Legal protection increasingly important**
- i **New member for endangered species list**
- j **New rules for downloading music**

- 1 A mountain lion versus a Jack Russell terrier: Which animal would win the match? In this case it was the tiny terrier. The incident happened on a farm in Appalachia when the dog's owner heard loud barking and ran outside to see what was wrong. He was rather astonished to see his dog at the bottom of a tree and a large mountain lion at the top of the tree. When asked about the incident, the owner stated that he imagined that since his dog chases cats up the tree all the time, he probably just thought the mountain lion was a normal cat. Fortunately, the mountain lion didn't appear to be hungry, or the incident might have ended differently.
- 2 Daydreaming is a common occurrence. According to a recent study, people think about things that are not related to their current activities for the better part of the day. The study shows that wandering minds are more the rule than the exception. The study is groundbreaking since participants were asked to reply to questions the moment they received a text message. This was accomplished by using smart phones, which allow for real time research to be conducted. The participants responded about their emotions, what they were currently doing and what they were thinking about at various times of the day. The results show that there seems to be a connection between happiness levels, the task at hand and the likelihood of being distracted by mind-wandering.
- 3 The music market is in a state of change. Whereas music used to be purchased in shops, it is now often downloaded from the internet. This occurs both legally and illegally, but the development towards increased illegal downloading is startling. It is estimated that 1.2 billion tracks were illegally downloaded last year. This development can lead to musicians, song writers or recording companies receiving no payment for their work. Experts say that new laws are desperately needed in order to allow today's young musicians the chance to establish their careers without having to fear that they will not receive the money and credit they deserve for their work.
- 4 Rabbits, animals often seen in Britain and the subject of many beloved children's books, are making their presence felt. Brought to the island by the Romans, this non-native species has been leaving its mark, often not in a positive way, ever since. Animals that are brought in from other places are often difficult to get rid of once they have established themselves, frequently causing a lot of damage and having a negative effect on the natural habitat and other native species. This prompts the question of whether it would be more cost effective to spend money at an early stage in an attempt to prevent the species from establishing itself. It is estimated that some species which have made themselves at home would be incredibly difficult to remove, if not impossible, and only then at great cost.
- 5 Animal lovers no longer need to have their own pet. They can simply go to one of the popular cafés which offer them the chance to spend time with animals- mainly cats- while enjoying their coffee, talking with friends or meeting a possible new love interest. However, those people who would like the chance to pick up a cat will be disappointed. The animals cannot be touched; they are only meant to be looked at and admired. Many photographers are often quite pleased with the trend, seeing it as a good chance to catch a pleasing subject on film. The cafés seem to attract a mixture of people; many singles during the week and couples on weekends. Some visitors say that the cats bring a homely feel to the cafés; others simply find their presence creepy.

Reading Comprehension Part 2

Read the following text, then choose the answers to questions 6–10.

Learning Chinese in America

Alan McCormick, 16, lives near Sacramento, California, and has been learning Chinese for two years. "The lessons are interesting because our teacher explains to us what the characters mean and how they become what they are. Sometimes we also watch Chinese movies. The hardest thing is to write characters and listen to other people speak Mandarin".



The problems are compounded by the lack of staff and of appropriate teaching material. Many schools employ a native Chinese national who may or may not be qualified, and they are not paid very well.

The Association of Chinese Teachers in America has organised workshops and seminars to exchange ideas and resources. But the training and

California has had close ties to China for many years. Since many immigrants came from China originally, the Chinese language has often been passed on by family members. What is interesting is that in the last few years, kids like Alan, who have no direct ties to China, are learning Mandarin a lot earlier and in greater numbers. Currently, more than 100 schools in California are offering Mandarin classes.

Spanish has always been the second most important language in many parts of the USA, although German and French are also old favorites. That Mandarin, a much more exotic language, is able to penetrate this standing is due largely to China's increased global presence. Officially, there are more than 80,000 nationals from the People's Republic of China in America, including 27,000 students. But many more ethnic Chinese from all over the world live here too. Not surprisingly, interest in all things Chinese has grown - food, art, fengshui, acupuncture, gongfu, sports. Bruce Lee and Jacky Chan have always held an audience, but now, so do Ang Lee and Zhang Yimou. Chinese film festivals, concerts, and even Chinese disco nights draw American audiences too.

But it is not easy teaching American kids Mandarin. Many lower secondary schools offer the language as an after school activity much as football or music club is offered. So students come from different classes and ages and tend not to meet one another daily. There is also little support at home, unlike Chinese or Chinese-American children who usually attend Chinese schools run by Chinese organisations, and which follow a mainland or Taiwanese curriculum. "We all found that after a little while, Chinese classes [for American kids] slowed down and language learners became demotivated by the increasing number of complicated characters. They needed for a very long time to learn simple questions and answers. Students could not express what they really wanted to express. And, after learning so much, they still could not read interesting stuff," says Lu Wing, a teacher, interpreter and textbook author.

certification of teachers will continue to be difficult as there is no central authority. Student numbers need to increase significantly before the various state ministries of education will get involved seriously, and students can only be attracted if good teachers exist in the first place.

Wing has written a textbook which has become the official learning material for Chinese at upper secondary levels in some states. "I separated the learning of characters from the training of dialogues. This strategy allowed the students to start character learning a bit more systematically, which in itself enhances the possibilities of character training: more characters are remembered in shorter time. On the other hand, without the burden of needing to read and write every single character in a dialogue text, the students were able to get on to more interesting subjects of discussion much earlier than before."

Wing stresses that young learners need to learn in a fun, interactive way and encourages the use of theatre, songs, games, films, competitions, picture shows and presentations for parents and other students. "And, of course having the possibility to travel to China is one of the most attractive aims for learning the language." When asked about his opinion, Alan responded that he would like to go to China one day, but only for vacations. He may have heard that Chinese children have a much longer school day than kids in America and that they have a lot more tests! The future of Mandarin in Californian schools seems bright. Some schools in various states have incorporated Mandarin into the school curriculum and are offering it as a pre-university subject. Wing's earliest group of students who started as children many years ago still has regular class reunions. Many are now studying the Chinese language at an advanced level or subjects like Asian Business Management at universities. "It is always a pleasure to be invited to their meetings; seeing their progress and success is the most wonderful gift for me as their teacher," says Wing.



Now decide which is the correct answer (a, b or c) to the items 6–10 and mark your answers on the answer sheet.

6 American students like Alan McCormick

- a** are becoming more interested in attending Mandarin classes.
- b** think it's easy to learn to write Chinese characters.
- c** will work as translators when they leave school.

7 The large number of Chinese people in America

- a** are causing Mandarin to become the most taught foreign language in school.
- b** are creating more interest in the Chinese culture as a whole.
- c** are more interested in learning German or French.

8 American kids learning Mandarin

- a** are often not able to get beyond the beginner level.
- b** get a lot encouragement from their parents.
- c** need to learn according to the curriculum of schools in China or Taiwan.

9 Mandarin teachers in America are

- a** certified by the Ministry of Education in the state where they live.
- b** challenged by the lack of suitable textbooks and resources.
- c** generally trained teachers who came from China.

10 Lu Wing says that

- a** her former students did not enjoy using games to learn.
- b** it is best to learn to speak Chinese independently of reading and writing the characters.
- c** it is important to teach Chinese like it is taught in China.

Reading Comprehension Part 3

First read the ten situations 11–20 and then read the twelve texts a–l. Decide which text goes best with each situation. Each text can be used only once. Mark your answers for 11–20 on the answer sheet.

In some cases there may be no suitable text. Then mark **x**.

- 11 A 17-year-old friend of yours likes the theatre but cannot afford normally priced tickets.
- 12 You need catering for your birthday tea next week.
- 13 You would like to organise a night out for your best friend, who is a keen drummer.
- 14 You are moving to London and need to keep an eye on your budget.
- 15 You have too many clothes, most of which you have outgrown.
- 16 You would like a nostalgic present for your parents, who have always lived in the same house.
- 17 You and your friends would like some expert advice about starting a band.
- 18 You have just moved into a new apartment and need a power drill to make holes in the wall for a bookshelf.
- 19 You would like to spend a year abroad after high school graduation and are not sure what to do.
- 20 You are tired of conventional classes and want to work on your language skills in a creative way.

a

Drum Weekend Workshops

Would you like a chance to practice with experts? Are you interested in tips for new bands? Do you have special legal concerns that you would like to learn more about? Then we have something for you! Makes a great gift for any musician interested in learning more about rock, blues, country or other bands and what is needed to be successful.

Phone 046319 9472
or check
www.music4all.uk

b

Tromp

The Highlights Theatre, West Street, London WC2B

A wonderful theatrical experience celebrating the universal language of rhythm, theatre, comedy and dance. Eight performers use everything from cigarette lighters, plastic bags, bin lids and even the kitchen sink to hammer out an explosive, feel-good feast of rhythm, sights and sounds.

More details at www.highlights.uk

c

Party made easy

Whether it's an anniversary party or a private party, organising food for your guests can be stressful. So why not take advantage of the Party Platters service to order freshly prepared food for your event? There are 14 varieties to choose from; ranging from antipasti to cream cakes – all delicious and priced from just £10. Simply place your order five days in advance and it will be ready to collect at your convenience. Pick up a leaflet at the deli counter in-store or visit our website for more details.

d

Intern Tracy Franzen says, "as a student, my friends and I are always trying to save money, and www.saveandkeep.uk is invaluable for finding cheap places to live, basic necessities, used appliances, as well as offers, discounts and restaurant vouchers valid all over the UK. It means I can spend less but enjoy life more!"

e

Everybody needs good neighbours

If you think the days of stopping in and asking a next door neighbour to borrow a cup of sugar are over, think again. Free website www.sharewithall.uk is all about good old-fashioned sharing – anything from an hour's babysitting to books and tools – with members of your local community. Register online to advertise what you want to lend or borrow. No money is exchanged, just a lovely, warm fuzzy feeling!

f

Be a Virtual Time Traveller

Ever wondered what your street looked like 100 years ago? Take a step back in time with www.historicalstreet.com. It's an online archive where you can view and upload photos and stories from the past. Find your location on the map and drag a marker along a timeline to see photos from the past. They can be shown on top of the present-day view, so you'll see how things have changed. There's also a link to a firm offering suitable frames to give your picture the finishing touch.

g A Night Less Ordinary

For the past year the Arts Council has been backing a scheme to give free or cheap entertainment and theatre tickets to those under the age of 26. More than two hundred venues have been taking part in 'A Night Less Ordinary', including the Donmar Warehouse and the National Theatre, and all you have to do is ring up the individual theatre and mention the scheme. There are only a certain number of seats for each production, so it's best to get in there early and not be too fussy about what you see.

h Switching

This is the modern method of swapping clothes with just the click of the mouse. Through the Switching website you can upload pictures of the unwanted garments at the back of your wardrobe, and then send them to the company in order to earn Virtual Money Credits. You then use these to buy things that other people have posted. Alternatively, you can attend one of the Switching Parties, where clothes can be traded in person. If you can't find one near you, you can organise your own. Try out: www.clotheswitching.co.uk

i Learning English as a Second Language

The TESL centre at the Holly Institute is one of the leading English language centres in Canada, offering a variety of ESL and teacher training programs. The Institute offers language, culture and group and corporate programs for non-native speakers of English. Our courses include high-quality Intensive English Programs (IEP) for both academic and personal and professional purposes.

For more information on the Institute and the TESL Centre,
email: jricks@holly.institute.ca.

j Travel Abroad

We offer customized and high quality insurance solutions for language travel, high school, work & travel, work & study, au-pair, bilateral exchange, camp counselling, career training, gap year, internships, teaching abroad, volunteers, work and work exchanges.

Please contact our Director of International Sales
Mr William Fink, www.travelandstudy-ins.de.

k Be Expressive – “It’s not only in English that students can learn to express themselves!”

Special interdisciplinary art courses

English with Art and Design
(Enrolling every Monday)

Art History in English
(Enrolling now for September)

A-level Art and Design
(Enrolling now for September)

Communicate To Speakers of other
Languages through Art
(Enrolling in May)

www.artforthecommonman.com

l Welcome to Second Skin Tattoo Parlour

Second Skin Tattoo Parlour is a custom-built tattoo and piercing studio located in Plymouth. Clients include many local musicians and artists. Tattoos and piercings are carried out by professionals in an ultra-clean environment. There are thousands of designs to choose from, including tattoos seen on the members of famous bands. Customers' own designs are also welcome. All needles, ink and ink caps are single use, ensuring 100% hygiene. Gift vouchers are available for both tattoos and piercings.

Language Elements Part 1

Read the following letter and decide which word or phrase a, b or c is missing in items 21–30. Mark your answers on the answer sheet.

Dear Ms Smith,

As my student advisor, you know that I am currently on a one year exchange program in the United States. Everyone here _____ **21** _____ about something called “Prom”, which I’ve heard is a dance where everyone dresses very formally and spends a lot of money. I hope that you _____ **22** _____ be able to answer my questions.

It seems that many people rent a limousine for the event and go out to eat at a fancy restaurant, _____ **23** _____ means that the clothes people wear are really important, too. I am not sure how dressed-up everyone needs to be. Should I plan _____ **24** _____ renting an evening gown?

I suppose people usually bring a date to this event as well. But who pays for what? Apart _____ **25** _____ my outfit, do I need to pay for other things, too? _____ **26** _____ florist shops are advertising special prices for corsages and boutonnieres, for example. Is everybody expected to wear a flower of _____ **27** _____ sort?

Since all of my friends are foreign exchange students too, _____ **28** _____ of us really know what it will be like, _____ **29** _____ for what we have seen on television.

I really hope that you can help me, because everyone here is _____ **30** _____ focused on fundraising, booking restaurants and limousines, deciding who to invite, etc. that I feel a little silly asking so many questions.

Kind regards,

Olga Havel

21 a has talked
b is talking
c talks

22 a should
b will
c would

23 a that
b what
c which

24 a for
b on
c to

25 a for
b from
c to

26 a Few
b Many
c Several of

27 a one
b some
c the

28 a nobody
b none
c no one

29 a accept
b apart
c except

30 a as
b so
c such

Language Elements Part 2

Read the following text and decide which of the words or phrases a–o is missing in items 31–40. Mark your answers on the answer sheet.

Are only children happier than children with siblings?

People have admitted that the order in which they are born has impacted them greatly. It has been said that first-born children tend to be more responsible, middle children are often _____ **31** _____ and youngest children shirk responsibility. There is always the issue of jostling for rank within a family, whether it is for attention from parents, academic excellence, sports or music _____ **32** _____. So perhaps the _____ **33** _____ is for parents to avoid these problems completely and only have one child.

Many children without any siblings feel that they have the best family arrangement; no being pushed around from siblings, no _____ **34** _____ for attention, no sharing of material possessions. Up until now, a _____ **35** _____ held belief has been that only children are lonely, have trouble interacting with others, and are selfish. Or are these feelings only an expression of _____ **36** _____ conveyed by children without siblings? A group of researchers _____ **37** _____ decided to take a closer look at the birth order of children today's society. Questions included the number of children in the household, the feelings of parents and children associated with this, and the reasons the parents decided to have a certain number of children. The results were rather _____ **38** _____.

A large percentage of only children expressed happiness about their _____ **39** _____ of siblings.

Experts also discovered that many only children do not feel lonely at all, although they are sometimes _____ **40** _____ by others to be so.

a ASTONISHING
b AVOID
c COMPETING
d CONTRADICTS
e EMERGED

f ENVY
g LACK
h OUTPERFORMING
i OVERLOOKED
j PERCEIVED

k POSSESSIONS
l PROFICIENCY
m RECENTLY
n SOLUTION
o WIDELY

Listening Comprehension Part 1

You will hear a news programme. First you will have half a minute to read the items. Then you will hear the news. You will hear the news **only once**.

Decide if the statement for each of the items is **true (+)** or **not true (-)** and mark your answers on the answer sheet.

Now you will have half a minute to read the items.

- 41 Young people have been given the opportunity to read to famous authors.
- 42 Skepticism about a new degree is putting an educational institute under pressure.
- 43 There has recently been a student campaign in India to save tigers.
- 44 A book soon to be released is attracting considerable public attention.
- 45 A top celebrity is planning to give more priority to family life.

Listening Comprehension Part 2

You will hear a radio interview. First you will have one minute to read the introduction and the items. Then you will hear the interview. You will hear the interview **only once**.

Decide if the statement for each of the items is **true (+)** or **not true (-)** and mark your answers on the answer sheet.

Now you will have one minute to read the items.

- 46 The boys belong to a house and to a chalet.
- 47 To be a Chalet Mother you need to be a qualified nanny.
- 48 The Chalet Parents look after a group of boys for one year only.
- 49 Most boys are at boarding school because their parents are working abroad.
- 50 There are special regulations for the boys' first days as boarders.
- 51 First year pupils can go home more often than older boys in higher years.
- 52 Behaviour problems in the chalets are solved by restricting activities.
- 53 The boys eat breakfast in the Chalet before going to school.
- 54 The boys sometimes do their homework in the Chalet.
- 55 During term time, the Chalet Parents are responsible for the boys six nights a week.

Listening Comprehension Part 3

You will hear five short texts. You will hear the texts **only once**.

Then you will have time to answer the question for each text.

Decide if the statement for each of the items is **true (+)** or **not true (-)** and mark your answers on the answer sheet.

56 Passengers flying to Singapore will need to wait because of the weather conditions.

57 Students may not wear watches during the exam.

58 Linda wants some advice for Saturday evening.

59 Fans can talk to Kristin Caulfield at the event on Wednesday evening.

60 Everyone can leave their sport shoes at home this week.

The next subtest is

Written Expression

You are allowed a total of 30 minutes for this subtest.

You have two different tasks to choose from.

Choose only one of the writing tasks to complete.

Either:

Task A An inquiry

or:

Task B A complaint



Written Expression, Task A

You are interested in studying in California, USA. You see the following notice in a student magazine:

Cash for College



Whether you're planning to go to college or get career training, there's money available to help you pay for it. Find out more about different financial aid programs (scholarships, grants, loans, work-study, etc.), their requirements and how to apply for them. Higher education

is a smart investment and can open doors to a variety of career paths. We're here to help you build a brighter future.

To find out which financial aid program is right for you, please contact

**Robert Fulton, California Student Aid Commission,
1405 International Drive, Long Beach, CA 90802**

You want more information about financial aid programs for which you might be eligible. Write an email to the commission.

You should mention

a) at least three of the following points

or

b) at least two of the following points plus one other aspect related to the topic.

- Why you are interested in applying for financial aid
- Why you want to study in California
- Your academic qualifications and/or work experience so far
- Your long-term academic plans

Before starting the email, decide on the order in which you think the points should be included, as well as on an appropriate reference line, salutation, introduction and close.

Please write at least 150 words.

Written Expression, Task B

You are looking for holiday ideas and read the following advert on the internet:

Discover Europe by train!

The EurozoneRail Global Train pass

1. The best choice for a flexible and budget-friendly European holiday.
2. Unlimited train travel within and between 30 European countries.
3. Choose 1st or 2nd class.
4. Choose the validity – 15 days / 22 days / 1 month

Please note:

The EurozoneRail Global Pass can only be used by European residents.
 The EurozoneRail Global Pass is **not** valid in your own country of residence.
 You may get a discount on train tickets up to the border.
 Some special trains need a seat reservation.
 Train schedules and maps available for your planning.

EurozoneRail Global Train Headquarters
 63 Abchurch Lane
 London
 NW1 6RL

www.eurozonerrail.com

You thought that travelling by train through Europe sounded very interesting and bought a train pass. However, you had some problems while on your trip. Write an email to the company describing the problems.

You should should mention

a) at least three of the following points

or

b) at least two of the following points plus one other aspect related to the topic.

- Where you went travelling and why
- Which problems you had when switching trains
- Why the ticket wasn't accepted everywhere you went
- Why getting train schedules was difficult

Before starting the email, decide on the order in which you think the points should be included, as well as on an appropriate reference line, salutation, introduction and close.

Please write at least 150 words.

Oral Expression

Test takers A/B/(C)

Getting to know each other

Introduce yourself to your partner. You can, for example, talk about why you are learning English, your interests or hobbies, or how you prepared for the exam, etc. This part of the examination will not be marked.



Test takers A/B/(C)

Part 1 Describing experiences

You are expected to describe to your partner experiences you have had based on one of the topics below. The prompts in brackets may help you. You should talk for approximately 1½ minutes and answer your partner's questions afterwards.

Next, your partner will talk about her or his topic. While your partner is talking, listen and think of the questions you would like to ask when she or he has finished. You should not interrupt your partner.

Topics for selection

- Someone who is important to you (relationship, common interests, why important, etc.)
- Trip you have taken (where, when, with whom, attractions, etc.)
- Hobby you regularly do (what, why you like it, how often, etc.)
- Gap year (where, when, how to spend it, helpful experience, risks, etc.)
- Important technical device (what, why important, etc.)
- Privacy at home (your room, the Internet, telephone conversations, having friends over, etc.)
- School activity or project (topic, participation, opinion, etc.)



Test takers A/B/(C)

Part 2 Discussion

Read the following text. Discuss the content of the text with your partner by sharing your personal experiences and expressing your own opinions. Justify your arguments and talk about possible solutions.

Learning Languages Online



There are many advantages in learning languages online compared to traditional language courses in classrooms and learning with home-study books. Online language learning courses often cost less than other methods since you may not have to spend as much or perhaps nothing at all on class fees or transportation.

Language websites are available all the time which gives you the opportunity to learn on your own schedule and at your own pace; you'll even have the chance to repeat lessons if you think you need to and you want to.

There are several ways to learn languages online and the effectiveness of each method relies on how motivated you are to learn your target language. The following are just a few of the many online methods you could choose from:

- Distance learning through a university. There are some universities which offer online foreign language classes and instruction.
- Online messaging. Online messaging or chatting is one of the most interesting ways to learn languages on the internet. Chat rooms are excellent venues for language exchange and a lot of native speakers are willing to help you.
- Online language articles. The internet is a treasure box of thousands, if not millions, of articles on various topics in different languages which you can read for free.
- Improve listening and speaking skills through pod casts. There are many good courses on pod casts which are available for download or listening online. Pod casts can help you learn one step at a time. Then you can proceed to the next lesson once you have completed the initial ones successfully.



Test takers A/B/(C)

Part 3 Planning something together

Your town would like to create an outdoor recreation trail and you've been asked to contribute ideas. The trail could be used for bicycling, running, rollerblading or other activities as you see fit.

Which possible issues or problems may arise and who will you need to talk to?

Discuss what needs to be done and work out an action plan with your partner.

--	--

	-S10-	
Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия		

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия										
Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя										
Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · Дата рождения					Beispiel: 23. April 1995 Example: 23 April 1995					
Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения										
Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык										
Geschlecht · Sex · Sexo · Sexe · Sesso · Cinsiyeti · Пол										
<input type="checkbox"/> männlich · male · masculino · masculino · maschile · erkek · мужской <input type="checkbox"/> weiblich · female · femenino · féminin · femminile · kadın · женский										
Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınav merkezi · Экзаменационное учреждение										
Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена					Beispiel: 17. Juli 2019 Example: 17 July 2019					

B2

SNT MNT

.

S

Q

.

P

1 a b c d e f g h i j **1**

2 a b c d e f g h i j **2**

3 a b c d e f g h i j **3**

4 a b c d e f g h i j **4**

5 a b c d e f g h i j **5**

6 a b c **6**

7 a b c **7**

8 a b c **8**

9 a b c **9**

10 a b c **10**

11 a b c d e f g h i j k l x **11**

12 a b c d e f g h i j k l x **12**

13 a b c d e f g h i j k l x **13**

14 a b c d e f g h i j k l x **14**

15 a b c d e f g h i j k l x **15**

16 a b c d e f g h i j k l x **16**

17 a b c d e f g h i j k l x **17**

18 a b c d e f g h i j k l x **18**

19 a b c d e f g h i j k l x **19**

20 a b c d e f g h i j k l x **20**

21 a b c **21**

22 a b c **22**

23 a b c **23**

24 a b c **24**

25 a b c **25**

26 a b c **26**

27 a b c **27**

28 a b c **28**

29 a b c **29**

30 a b c **30**

31 a b c d e f g h i j k l m n o **31**

32 a b c d e f g h i j k l m n o **32**

33 a b c d e f g h i j k l m n o **33**

34 a b c d e f g h i j k l m n o **34**

35 a b c d e f g h i j k l m n o **35**

36 a b c d e f g h i j k l m n o **36**

37 a b c d e f g h i j k l m n o **37**

38 a b c d e f g h i j k l m n o **38**

39 a b c d e f g h i j k l m n o **39**

40 a b c d e f g h i j k l m n o **40**



41	<input type="radio"/> + <input type="radio"/> -	46	<input type="radio"/> + <input type="radio"/> -	51	<input type="radio"/> + <input type="radio"/> -	56	<input type="radio"/> + <input type="radio"/> -
42	<input type="radio"/> + <input type="radio"/> -	47	<input type="radio"/> + <input type="radio"/> -	52	<input type="radio"/> + <input type="radio"/> -	57	<input type="radio"/> + <input type="radio"/> -
43	<input type="radio"/> + <input type="radio"/> -	48	<input type="radio"/> + <input type="radio"/> -	53	<input type="radio"/> + <input type="radio"/> -	58	<input type="radio"/> + <input type="radio"/> -
44	<input type="radio"/> + <input type="radio"/> -	49	<input type="radio"/> + <input type="radio"/> -	54	<input type="radio"/> + <input type="radio"/> -	59	<input type="radio"/> + <input type="radio"/> -
45	<input type="radio"/> + <input type="radio"/> -	50	<input type="radio"/> + <input type="radio"/> -	55	<input type="radio"/> + <input type="radio"/> -	60	<input type="radio"/> + <input type="radio"/> -

--	--

<div style="display: flex; justify-content: space-between;"> Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия </div>
<div style="display: flex; justify-content: space-between;"> Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя </div>

--	--	--	--	--	--

-M10-

--	--	--	--	--	--

Test Version

<p>Part 1</p> <p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p style="margin-top: 10px;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> </tr> </table> </p> <p style="font-size: 8px;">Code Examiner 1</p>							<p>Part 2</p> <p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p>	<p>Part 3</p> <p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p>	<p style="font-size: 24px; font-weight: bold;">Examiner 1</p>

<p>Part 1</p> <p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p style="margin-top: 10px;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> </tr> </table> </p> <p style="font-size: 8px;">Code Examiner 2</p>							<p>Part 2</p> <p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p>	<p>Part 3</p> <p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p>	<p style="font-size: 24px; font-weight: bold;">Examiner 2</p>

<p>Part 1</p> <p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p>	<p>Part 2</p> <p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p>	<p>Part 3</p> <p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p>	<p style="font-size: 24px; font-weight: bold;">Agreed Marks</p>
--	--	--	---

--	--

Rating 1

Thema verfehlt?
Wrong topic?

yes no

Aufgabe
Task

A B

I A B C D Aufgabenbewältigung
Task management

II A B C D Komm. Gestaltung
Comm. Design

III A B C D Formale Richtigkeit
Accuracy

--	--	--	--	--	--	--	--	--

Code Rater 1

Rating 2

Thema verfehlt?
Wrong topic?

yes no

I A B C D Aufgabenbewältigung
Task management

II A B C D Komm. Gestaltung
Comm. Design

III A B C D Formale Richtigkeit
Accuracy

--	--	--	--	--	--	--	--	--

Code Rater 2

telc Rating

Thema verfehlt?
Wrong topic?

yes no

I A B C D Aufgabenbewältigung
Task management

II A B C D Komm. Gestaltung
Comm. Design

III A B C D Formale Richtigkeit
Accuracy

--	--	--	--	--	--	--	--	--

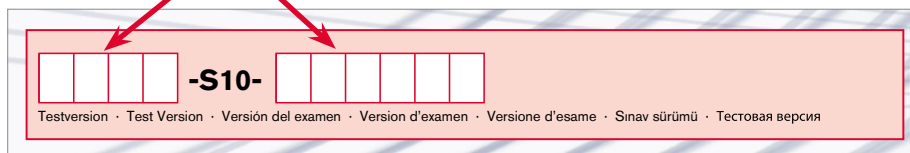
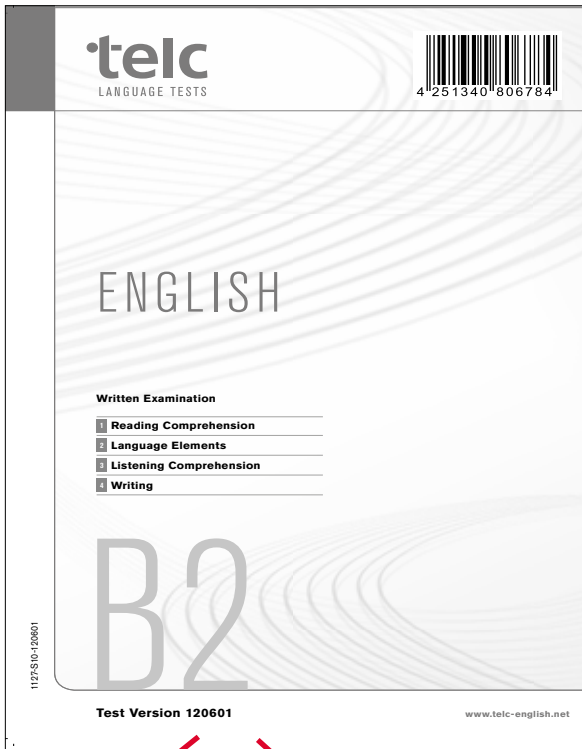
Code telc Rater

How is the test conducted?

Marking answers on the answer sheet S30

The Answer Sheet S30 is a thin booklet with perforated sheets in which all examination results are recorded. The test takers enter all answers in it. Answers will only be accepted and evaluated if they are clearly marked in the oval fields of the S30.

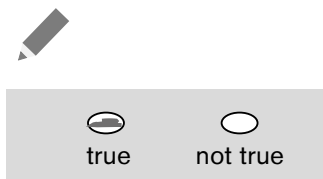
On page 1, the Answer Sheet contains a field in which the test takers enter the complete test version including the subject number. This can be found on the cover of the test booklet S10 at the bottom left as well as on the board in the examination room.



Fields to be filled in by test takers

The fields for the test taker's personal data appear in all telc languages, while the subtests are displayed with pictograms. A soft pencil should be used to fill in the oval fields for the answers as well as the personal and test-related data fields.

Example



Fields to be filled in by examiners and raters

Examiners mark the result of the Oral Examination on page 4. Raters enter their assessment of the subtest *Written Expression* on page 6.

Written Examination

The Written Examination lasts 140 minutes and consists of the subtests *Reading Comprehension*, *Language Elements*, *Listening Comprehension* and *Written Expression*.

Before the start of the examination, test takers must fill in all data fields on Answer Sheet S30. In order to avoid misunderstandings, the invigilator writes the name of the examination centre, the date and the 4-digit subject number and the 6-digit test version on the board. The invigilator informs the test takers that no aids such as dictionaries, mobile phones or other electronic devices are permitted (Examination Regulations §§ 15 and 16) and that any attempt to cheat would lead to their immediate exclusion from the test.

After the test takers have completed filling in the Answer Sheet S30, the invigilator issues the test booklets. From this moment on, test takers have 90 minutes for the subtests *Reading Comprehension* and *Language Elements*. The time at which this part of the examination begins and ends should also be noted on the board clearly visible for all test takers. At the end of the allotted time for the subtests *Reading Comprehension* and *Language Elements*, the invigilator collects page 2 of the Answer Sheet S30.

Test takers then continue with the subtest *Listening Comprehension*. Playing of the audio must not be interrupted during this subtest. After the subtest *Listening Comprehension*, the invigilator collects page 3 of the Answer Sheet S30.

Following the subtest *Listening Comprehension*, the subtest *Written Expression* may be started. After the 30 minutes available for this subtest, the invigilator collects pages 5 and 6 of the Answer Sheet S30 as well as the test booklets and any notes made by the test takers. This concludes the Written Examination.

Oral Examination

The Oral Examination for a pair examination takes approximately 15 minutes and that of an examination with three test takers approximately 25 minutes. As a rule, the examination is conducted as a pair examination, i.e. a group of two is formed per examination round. The examination centre coordinator decides on suitable pairs. In the case of an odd number of test takers, one examination group of three test takers is formed, whereby only one group of three is permitted per examination date. If only one person registers for the examination, an individual examination may be held. In this case, one of the two examiners assumes the role of the second examination test taker. The Oral Examination is conducted by two examiners licenced by telc.

A timetable should be drawn up prior to the examination, providing for 20 minutes for each round of Oral Examination and 30 minutes for a group of three test takers. Since there is a 20-minute preparation period before the examination, 20 minutes should be allowed for the first pair to prepare before the examination begins.

The Oral Examination consists of the preparation time, and the parts *Getting to know each other*, *Describing experiences*, *Discussion*, and *Planning something together*.

Preparation

Test takers have the opportunity to prepare for the Oral Examination individually using the task sheets they receive in the preparation room. The first part of the examination – *Describing experiences* – is usually prepared at home. In this part, test takers can choose one of seven topics. Test takers have 20 minutes to prepare for Parts 2 and 3 – *Discussion* and *Planning something together*.

During the Oral Examination, test takers may refer to their handwritten notes made at home or in the preparation room. The examination centre must provide stamped paper for the test takers' use in the preparation room. Notes for Parts 2 and 3 may only be made on stamped paper. It is not permitted to make notes on the task sheets. Test takers may take only their notes into the examination room. Reading directly from the notes is not permitted.

The invigilator in the preparation room must ensure that the test takers do not speak to each other and do not use any aids such as dictionaries, mobile phones or any other electronic devices.

Getting to know each other (approx. 1 minute)

At the beginning of the Oral Examination, the test takers have the opportunity to get to know each other. They might, for example, talk about their families, experience with language learning or preparation for the examination, however, there are no fixed topics. This part of the examination will not be marked.

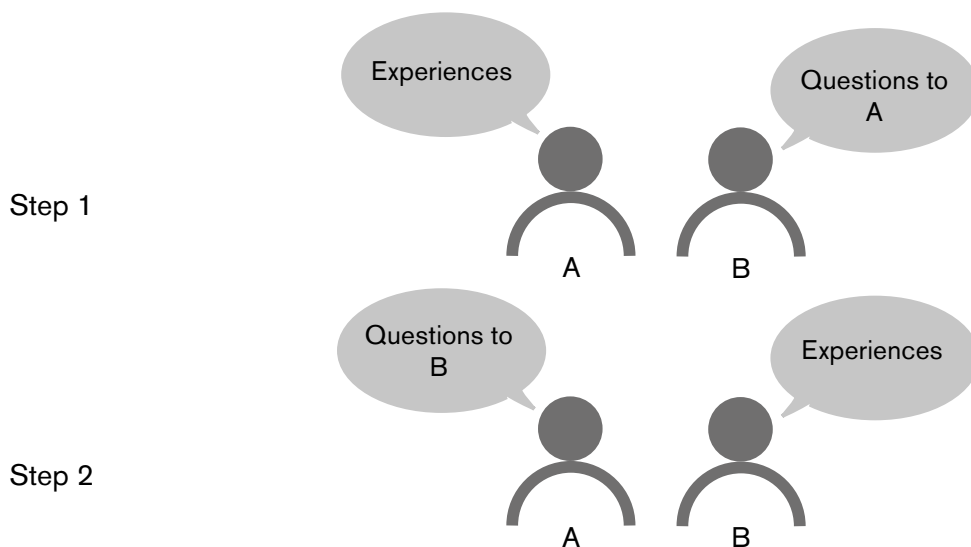
Part 1 Describing experiences (approx. 5 minutes)

In the first (marked) part of the Oral Examination, the test takers are asked to talk about their own experiences. There are seven topics (with additional prompts in brackets), from which the test takers should choose one. Each test taker speaks about their topic for a maximum of 1½ minutes and should then answer the other test takers' follow-up questions.

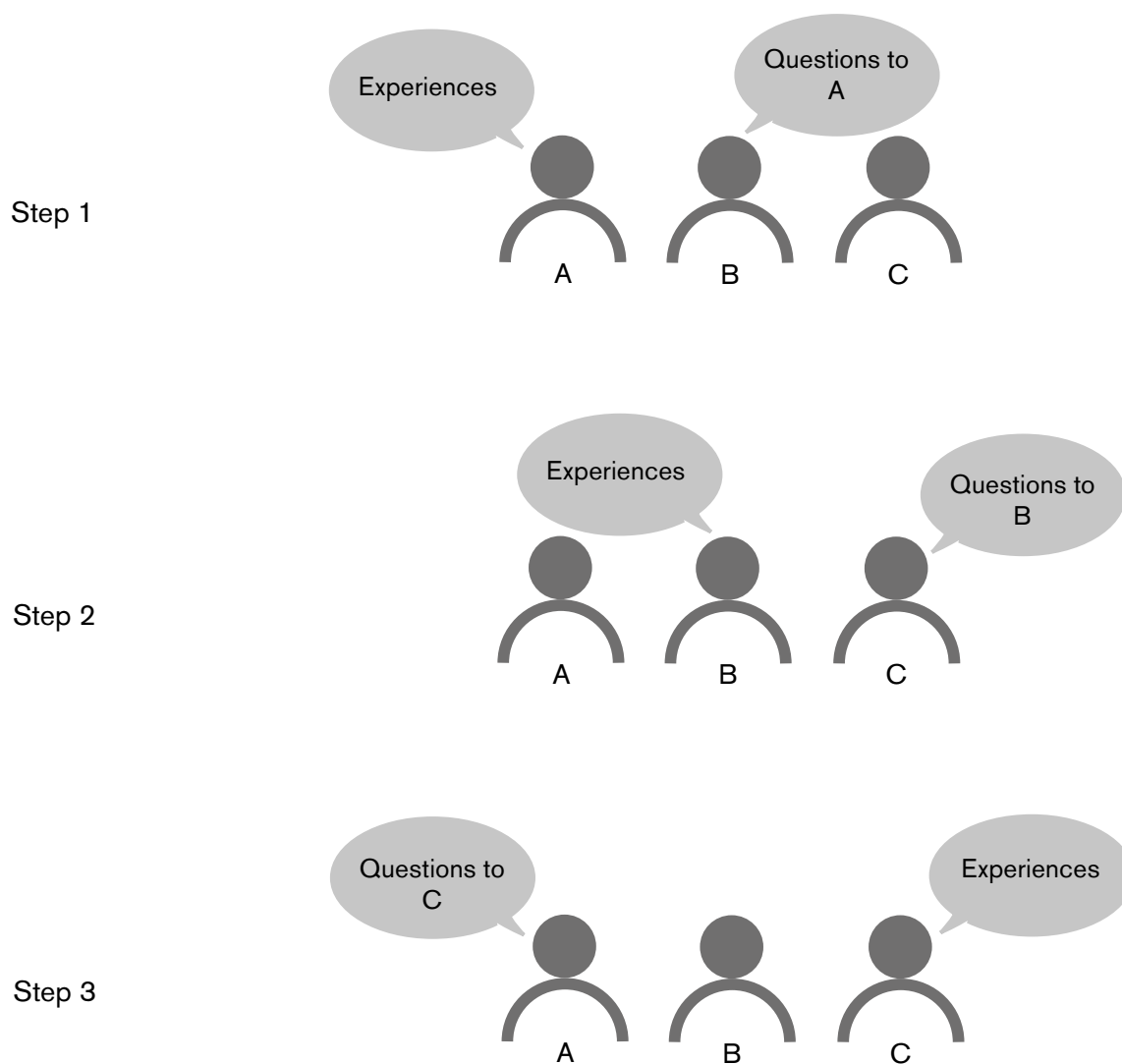
While one test taker is speaking, the other test taker should listen attentively and think of questions she or he would like to ask afterwards. The test taker currently speaking should not be interrupted unless one has not understood something or one would like to help a faltering partner. Test takers should speak freely and not recite memorised texts.

Conducting Part 1 *Describing experiences*

Procedure with two test takers



Procedure with three test takers



Part 2 Discussion (approx. 5 minutes)

In the second part of the oral exam, the test takers discuss a controversial topic based on a text they have read during the preparation period. They should first present arguments or individual aspects of the text that they have found interesting (1 minute maximum). This should then be followed by a meaningful discussion between the test takers, during which they should exchange their own arguments and suggestions.

Part 3 Planning something together (approx. 5 minutes)

In the final part of the Oral Examination, the test takers plan something together such as an event, a celebration, sports competition, etc. They should express their own ideas and make suggestions and react to suggestions from their partner.

What is expected from the test takers?

The test takers are expected to converse with each other and respond to the arguments of their partners in such a way that a lively and authentic conversation develops. Inquiries and mutual assistance in the conversation are viewed positively.

What do the examiners do?

It is important that the test takers have as natural a conversation as possible in all parts of the Oral Examination. The desired course of the conversation should be supported by the correct seating arrangement. The test takers should have a good view of each other and try to speak as little as possible to the examiners. The distance between the test takers and examiners should be big enough that the conversation between the test takers is not disturbed by the examiners making their assessment.

The examiners ensure that time limits are adhered to and lead from one part of the examination to the next. One of the examiners assumes the role of moderator (interlocutor), while the other examiner has the role of observer (assessor). It is recommended that the roles of interlocutor and assessor be maintained during each round of Oral Examination.

The examiner conducting the examination as the interlocutor introduces the second examiner and herself or himself to the test takers. She or he briefly explains that the Oral Examination consists of three parts. The interlocutor then asks the test takers to introduce themselves to each other and leads into the first part of the examination. The examiners make sure that the test takers talk about their experiences for about 90 seconds each and that there is still time for questions.

When the test takers have completed the first part of the Oral Examination, *Describing Experiences*, the interlocutor moves on to the second part, *Discussion*. The interlocutor then leads over to the third part, *Planning something together*.

Examiners are asked to keep the amount of speaking that they do to a minimum. They should only intervene if the conversation is dominated by one test taker or if one test taker does not participate actively. In that case, they should directly address the less active test taker in order to reintegrate her or him into the conversation.

If the conversation falters or breaks off at any point due to misunderstandings or excessive linguistic deficits, the interlocutor intervenes cautiously to get it going again. Open questions such as "What exactly do you mean by this?", "Could you explain this in more detail?" or repeating or taking up statements made by the test takers are particularly suitable.

Examiners should, above all, ensure that the test takers formulate their speech independently and do not reproduce texts learned by heart. It is easy to uncover a memorised text because the flow and speed of speech are different from 'natural' speech. The sentence melody and accents are also monotonous and often pauses are made in the wrong place.

If the test takers present memorised texts, e.g. in the first part *Describing Experiences*, the examiners must interrupt them and direct the conversation more strongly by asking specific questions.

Details on the process

Every Oral Examination is different. The table below is an example of the examination procedure. It also suggests possible sentences for introductions, transitions and conversation prompts. They are intended to illustrate the atmosphere during the examination and the examiners' tasks. In order to motivate the test takers to speak and to keep the conversation going, the examiners should ask questions that are as open as possible ("What do you mean ...?", "How was that ...?").

Getting to know each other	
<p>The examiners introduce themselves and the interlocutor asks the test takers to introduce themselves to each other.</p> <p>If the test takers falter or the conversation halts at any point during the examination, the interlocutor should give a prompt.</p>	<p><i>Welcome to the Oral Examination. My name is ... and this is my colleague ... The Oral Examination has three parts. Before we start with Part 1, please introduce yourself. Tell us something about yourself, for example, about your interests, your hobbies or why you are learning English. You are free to decide what you want to talk about. (Name of Test Taker A), would you like to begin?</i></p>
Part 1 [Test Taker A]: Describing experiences	
<p>The interlocutor leads into Part 1 of the Oral Examination with Test Taker A.</p>	<p><i>Thank you very much. Let's start now with Part 1, "Describing Experiences". You have already prepared something for that. Please start, (Name of Test Taker A), and tell us which topic you have chosen.</i></p>
Part 1 [Test Taker B]: follow-up questions	
<p>The interlocutor thanks Test Taker A and asks Test Taker B to ask questions about Test Taker A's contribution.</p>	<p><i>Thank you very much, (Name of Test Taker A). (Name of Test Taker B), do you have any questions you'd like to ask about Test Taker A's contribution?</i></p>
Part 1 [Test Taker B]: Describing experiences	
<p>The interlocutor now asks Test Taker B to talk about the topic selected by her or him.</p>	<p><i>Thank you. (Name of Test Taker B), please tell us which topic you've chosen and then start, please.</i></p>
Part 1 [Test Taker A]: follow-up questions	
<p>The interlocutor thanks them and asks Test Taker A to ask questions about Test Taker B's contribution.</p>	<p><i>Thank you very much, (Name of Test Taker B). (Name of Test Taker A), do you have any questions you'd like to ask about Test Taker B's contribution?</i></p>
Part 2: Discussion	
<p>The interlocutor leads into the discussion.</p>	<p><i>Thank you very much. We now come to Part 2, the discussion. For this you have already read a text entitled "...". Would you please first briefly comment on the text, then discuss it and bring in your own experiences and opinions. (Name of Test Taker B), would you please start?</i></p>
Part 3: Planning something together	
<p>The interlocutor leads into Part 3.</p>	<p><i>Thank you very much. We can now continue with Part 3. In this part of the test, you should plan something together. You have already seen the task sheet. Please start, (Name of Test Taker A), and tell your partner what suggestions you have.</i></p>
End of test	
<p>The interlocutor ends the Oral Examination.</p>	<p><i>Thank you very much. That's the end of the Oral Examination. You'll receive your results in a few weeks.</i></p>

Evaluation and decision

During the Oral Examination, the examiners record their assessments independently of each other on their respective Score Sheet M10. Each part of the examination is evaluated individually according to the four evaluation criteria for *Oral Expression*. After the participants have left the room, the examiners compare their evaluations, agree on the final marks and transfer their results in pencil to the Answer Sheet S30. Approximately five minutes are available to make the decision and the transfer to the Answer Sheet S30.



Teilnehmende/r • Test Taker **A** Candidato • Candidat
 Candidato • Katılımcı كاندیدات • مشارك/مشاركة

 Nachname • Surname • Apellido • Nom
 Cognome • Soyadı • Фамилия • اسم العائلة

 Vorname • First name • Nombre • Prénom
 Nome • Adı • Имя • الاسم

Teilnehmende/r • Test Taker **B** Candidato • Candidat
 Candidato • Katılımcı كاندیدات • مشارك/مشاركة

 Nachname • Surname • Apellido • Nom
 Cognome • Soyadı • Фамилия • اسم العائلة

 Vorname • First name • Nombre • Prénom
 Nome • Adı • Имя • الاسم

TEIL • PART • PARTE • PARTIE
 PARTE • BÖLÜM • ЧАСТЬ • جزء

TEIL • PART • PARTE • PARTIE
 PARTE • BÖLÜM • ЧАСТЬ • جزء

1 Ausdrucksfähigkeit
 Expression
 Expressió
 Capacité d'expression
 Capacità espressiva
 Anlatım
 Выразительность
 القدرة على التعبير

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

2 Aufgabenbewältigung
 Task Management
 Cumplimiento de la tarea
 Réalisation de la tâche
 Padronanza del compito
 Görevi yerine getirme
 Умение справляться с задачей
 تنفيذ المهام المطلوبة

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

3 Formale Richtigkeit
 Language
 Accurasy
 Correction linguistique
 Correttezza formale
 Biçimsel doğruluk
 Формальная правильность
 سلامة التعبير

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

4 Aussprache / Intonation
 Pronunciation / Intonation
 Pronunciación / Entonación
 Prononciation / Intonation
 Pronuncia / Intonazione
 Söyleyiş / Tonlama
 Произношение и интонация
 مخارج الحروف/ نبرة الصوت

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

 Datum • Date • Fecha • Date • Data • Tarih • Дата • التاريخ

 Prüfende/r • Examiner • Examinador • Examineur • Esaminatore • Sınav yetkilisi • Экзаменатор • الممتحن/الممتحنة

 Prüfungszentrum • Examination centre • Centro examinador • Centre d'examen • Centro d'esame • Sınav merkezi • Экзаменационное учреждение • مركز الامتحان

Marking Criteria for *Oral Expression*

The test takers' performance is assessed according to the following four criteria:

- Criterion 1 Expression
- Criterion 2 Task Management
- Criterion 3 Accuracy
- Criterion 4 Pronunciation and Intonation

Criterion 1 Expression

Assessment is based on

- the extent to which the language used (vocabulary and functional exponents) is appropriate to the content of the task and the role relationship between the test takers;
- the range and variety of language used;
- the realisation of the speech intentions.

Expression is		Points
A	appropriate in all respects.	7
B	appropriate in most respects.	5
C	mostly inappropriate.	3
D	completely inappropriate.	0

Criterion 2 Task Management

Assessment is based on

- the degree of active participation in the discourse;
- the use of strategies (discourse strategies and, where necessary, compensation strategies);
- fluency.

Task Management is		Points
A	appropriate in all respects.	7
B	appropriate in most respects.	5
C	mostly inappropriate.	3
D	completely inappropriate.	0

Criterion 3 Accuracy

Assessment is based on syntax and morphology.

The test taker makes		Points
A	no or very few errors.	7
B	a number of errors without impairing the communicative aim.	5
C	errors that considerably impair the communicative aim.	3
D	so many errors that communication is (almost) impossible.	0

Criterion 4 Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

There are		Points
A	no significant divergences from standard pronunciation and intonation.	4
B	divergences from standard pronunciation and intonation but not adversely affecting communication.	2
C	considerable divergences from standard pronunciation and intonation that impair communication and require extra concentration on the part of the listener.	1
D	significant divergences from standard pronunciation and intonation that impair communication to a considerable degree and prevent comprehension at times.	0

telc examiners

Examiners evaluating the oral performance of test takers have a valid examiner licence for English B1-B2. This is obtained by successful participation in telc examiner training. Prerequisites for participation are teaching experience in English as a foreign language and knowledge of the competence levels and the communicative approach of the *Common European Framework of Reference for Languages*. telc examiner licences are valid for three years and can be renewed by a further three years on completion of an examiner refresher course.

How is the oral assessment done?

During the Oral Examination, both examiners use the Score Sheet M10 to assess test takers' performances individually. After the test takers have left the room, the examiners compare their assessments and agree on final marks. The individual and the agreed marks are then entered onto page four of the Answer Sheet S30.

Calculation of the score for Oral Expression

Test takers can be awarded a maximum of 25 points for each part of the Oral Examination, resulting in an overall maximum of 75 points. This corresponds to 25% of the highest possible total of 300 points.

Marking Criteria for *Written Expression*

Content

	A	B	C	D*
Criterion I: Task Management	The test taker's text covers the task completely. Three guiding points or two guiding points and one other aspect referring to the situation have been covered appropriately as regards content and are on target level.	The test taker's text covers the task to a large extent. Two guiding points or one guiding point and one other aspect referring to the situation have been covered appropriately as regards content and are on target level.	The test taker's text covers the task only to some extent. One guiding point or one other aspect referring to the situation has been covered appropriately as regards content and is on target level.	The test taker's text does not cover the task. No guiding point and no other aspect referring to the situation has been covered appropriately as regards content and is on target level.

* In cases where the test taker's text has no or hardly any connection to the given topic, all criteria must be marked with a **D**. In that case, on the Answer Sheet S30, "Wrong topic" must be marked as "yes".
If only the situation has been misunderstood or no guiding point has been covered appropriately as regards content, Criterion I is marked with a **D** but the test taker's language (Criteria II and III) is assessed in the usual manner.

Language

	A	B	C	D
	B2 competently covered	B2 comprehensibly covered	B1	A2 or below
The test taker's text is at upper target level.	... at lower/middle target level.	... below target level.	... two levels or more below target level.
Criterion II: Communicative Design	Can express him or herself confidently and clearly in a formal or less formal register, appropriate to the situation concerned. Has a broad range of language enabling him/her to comment on more complex issues. Can vary formulation but isolated lexical gaps can still occur. Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	Can express him or herself clearly in a formal or less formal register, appropriate to the situation concerned. Has a sufficient range of language enabling him/her to comment on more complex issues. Can vary formulation but lexical gaps still occur. Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse.	Can comment in writing on familiar topics and personal fields of interest. Has enough language to get by. Has sufficient vocabulary to explain the main points in an idea with reasonable precision and to express his/her thoughts. Can link a series of discrete elements into a connected linear sequence of points.	Can, if at all, perform only basic language functions, such as simple information exchange and requests. Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content. Can use the most frequently occurring connectors to link simple sentences and groups of words.
Criterion III: Accuracy	Good grammatical control. Makes no systematic errors , but occasional slips and first language influence may occur. Spelling and punctuation are largely accurate.	Shows a relatively high degree of grammatical control. Makes few systematic errors which do not jeopardise understanding. Slips and first language influence may occur. Spelling and punctuation are sufficiently accurate.	Generally good grammatical control though with noticeable first language influence. Several systematic errors still occur, but it is mostly clear what he/she is trying to express. Spelling and punctuation are accurate enough to be followed most of the time.	Uses some simple structures correctly, but still makes many systematic basic errors , for example tends to mix up tenses and forget to mark agreement; nevertheless it is usually clear what he/she is trying to say. Spelling is frequently phonetic.

Criterion I: Task Management

The task is to write a formal or semi-formal email (in a business context). Possible types of text include complaints, requests for information, etc. The task management is appropriate to level B2 in terms of both content and expression. The writer's position is expressed in detail and uses the appropriate register. A composition lacking in complexity will be awarded a lower mark.

The appropriate treatment of each guiding point or any additional aspects requires a certain amount of complex sentence construction.

In case the text does not relate to the task given or hardly relates to it, this is considered "Wrong topic" and all criteria are marked **D**. If the text deals with the topic provided but addresses the situation in the wrong way, only criterion I is marked **D**.

Example:

The task is to ask a company for information about a traineeship.

Wrong topic: In his/her text the test taker complains about the company's products.

Situation addressed in the wrong way: The test taker writes a job application to the company.

Criterion II: Communicative Design

This criterion concerns the range of expression, text structure and text logic. The focus of marking is on cohesion and coherence (logical sequencing, linking devices, register, range, etc.). Discourse markers which help to establish logical linking and the construction of a meaningful, coherent and logical text are rated positively.

The task is to write a formal or semi-formal email. Features typical of a letter (such as the addresses of sender and recipient and the date) are not required.

A may not be awarded

- if the writing does not meet the requirements of the type of text in question and/or if features such as reference line, greeting and closing formula are missing and/or if the range of the language used is not entirely appropriate.

B may not be awarded

- if the register varies or is not quite appropriate,
- if the range is not appropriate for level B2,
- if the guiding points are too linear and are not linked into a logical sequence.

C is awarded

- if the text organization, linking devices, range and register are mostly inappropriate and would create a negative impression on the reader.

D is awarded

- * if the text organization, linking devices, range and register are completely inappropriate.

Criterion III: Accuracy

All varieties of standard English are accepted. If Criterion III is marked with **D**, Criterion I and II can still be marked with **C**, **B**, or **A**.

telc raters

Raters evaluating the written performance of test takers have a valid rater licence for English A1-A2-B1-B2. This is obtained by successful participation in telc rater training. Prerequisites for participation are teaching experience in English as a foreign language and knowledge of the competence levels and the communicative approach of the *Common European Framework of Reference for Languages*. telc rater licences are valid for three years and can be renewed by a further three years on completion of a rater refresher course. All raters have substantial experience with telc tests. They have been trained in the test format and regularly participate in calibration workshops. This ensures that they consistently rate according to the marking criteria.

How is the rating done?

Each test taker's text is assessed by two raters with telc licences. The second rating can either confirm the first rating or, if necessary, modify it. If the two assessments differ, then the second one determines the final mark. The quality of these assessments is verified by random checks carried out by employees at the telc headquarters. The telc rating is the final rating.

Calculation of the score for Written Expression

The test taker's score for the subtest "Written Expression" is the sum of the points awarded for the three criteria. During the scoring process at the telc headquarters, the score is multiplied by three, which means that a test taker can achieve a maximum of 45 points in the subtest. This corresponds to 15 % of the highest possible total of 300 points.

Criteria	A	B	C	D
I Content	5	3	1	0
II Communicative design	5	3	1	0
III Accuracy	5	3	1	0

Points and Grades

	Subtest	Task	Points	Maximum Number of Points	Weighting	
Written Examination	1 Reading Comprehension					
	Part 1	1–5	25	75	25%	
	Part 2	6–10	25			
	Part 3	11–20	25			
	2 Language Elements					
	Part 1	21–30	15	30	10%	
	Part 2	31–40	15			
	3 Listening Comprehension					
	Part 1	41–45	25	75	25%	
	Part 2	46–55	25			
	Part 3	56–60	25			
	4 Written Expression					
		Email			45	15%
		Sub-Total of the Written Examination			225	75%
Oral Examination	5 Oral Expression					
	Part 1	Describing experiences	25	75	25%	
	Part 2	Discussion	25			
	Part 3	Planning something together	25			
	Sub-Total of the Oral Examination			75	25%	
	Sub-Total of the Written Examination			225	75%	
	Sub-Total of the Oral Examination			75	25%	
	Total Points			300	100%	

Where and how are the tests evaluated?

The test results are scored electronically at telc headquarters. Each Answer Sheet S30 is scanned and compared with the correct answer key stored in the database. The test result – broken down by skill – is determined for each test taker. A certificate is issued on this basis, if a pass has been achieved. Test takers who have not achieved a pass will receive a results sheet. In addition, the data obtained through the electronic evaluation of all test results serves to continuously evaluate and improve test quality.

Who receives a certificate?

In order to pass the examination, test takers must achieve 60 % of the maximum possible number of points in both the Written and Oral Examinations. This corresponds to 135 points in the Written Examination and 45 points in the Oral Examination.

Grades

If test takers have obtained the pass mark in both sections, they can calculate the overall result by adding the two sections. The final grade is calculated as follows:

270–300 Points	Very good
240–269.5 Points	Good
210–239.5 Points	Satisfactory
180–209.5 Points	Pass
0–179.5 Points	Fail

Repeating the test

If a test taker has failed one of the two parts of the examination (the Written or Oral examination), she or he may retake this part within the calendar year in which the examination took place, or in the following calendar year. In principle, the overall examination can be repeated as often as desired.

Answer Key

Reading Comprehension

Item 1	f
Item 2	a
Item 3	h
Item 4	e
Item 5	d
Item 6	a
Item 7	b
Item 8	a
Item 9	b
Item 10	b
Item 11	g
Item 12	c
Item 13	b
Item 14	d
Item 15	h
Item 16	f
Item 17	a
Item 18	e
Item 19	x
Item 20	k

Language Elements

Item 21	b
Item 22	b
Item 23	c
Item 24	b
Item 25	b
Item 26	b
Item 27	b
Item 28	b
Item 29	c
Item 30	b
Item 31	i
Item 32	l
Item 33	n
Item 34	c
Item 35	o
Item 36	f
Item 37	m
Item 38	a
Item 39	g
Item 40	j

Listening Comprehension

Item 41	-
Item 42	-
Item 43	+
Item 44	+
Item 45	+
Item 46	+
Item 47	-
Item 48	+
Item 49	-
Item 50	+
Item 51	+
Item 52	+
Item 53	-
Item 54	-
Item 55	-
Item 56	+
Item 57	-
Item 58	-
Item 59	+
Item 60	+

Transcripts of the Listening Comprehension Texts

Listening Comprehension, Part 1

This is Radio 4 with "Titbits of the Week", brought to you from London and presented by David Smith and Lilith Jones.

A special literary event for children from low-income backgrounds who are interested in becoming future writers was held in the Camden Arts Centre last night. Jump-Up, an organisation which brings together caring adults and college students with these children sponsored the event, in the hope of encouraging the youngsters to take an interest in writing. Several famous authors including June Pritt, Alfred Bano and Thomas Grieshammer, were present to answer questions and offer encouraging words by talking about their own careers. The hope is that the event and the efforts of Jump-Up will impact children with fewer opportunities and get them to write stories themselves. Young authors under the age of 18 interested in attending a free creative-writing workshop next month should contact Jump-Up for details. (41)

An American institute will be the first to offer a degree in vampire studies. The new degree was developed due to the increased interest in the creatures, and has been received with mixed reviews by the students. Some students think that the degree is a reflection of increased interest in the topic, while others find it completely useless to study the topic as the main area of study. However, registrations for the degree have already been received. Other institutions are also following suit, offering new degrees in mythical creatures and combating dark forces, for example. (42)

More than two thousand young people rallied for the cause of animal protection on the Calcutta University campus on Thursday. Some of the demonstrators were dressed up in tiger costumes and attracted a lot of attention from the public. Demonstrators shouted slogans and carried placards, banners and Indian flags while rallying on the city streets. Organisers say getting the message out through students is the fastest way to create awareness among the public. The students urged the Indian government to provide safety measures to save tigers from poachers and to stop deforestation. Students also plan to create a fund that will be used for the protection of tigers in various forests in India. (43)

A 10-year-old South African boy is on his way to becoming the youngest person to climb Mount Kilimanjaro, the world's highest freestanding mountain. John Kowitz, an avid climber, would like to have the climbing regulations changed in order to allow qualified youngsters the chance to climb the 19,000-foot peak. According to international guidelines, climbers must be over the age of 13, but John Kowitz's father, Cian, is trying to get permission for his son to make the attempt in the spring, when he will be 10. Due to the boy's considerable experience, Cian feels he has a pretty good chance of success.

A sequel to the popular book "The Arising" is set to be released in shops this weekend. Numerous bookshops report that they have had an increased number of phone calls, some shops even reporting teens camping outside their doors in order to be the first to purchase the book. Despite critical

reviews, shops are predicting massive sales of the book in the upcoming days and have ordered so many copies that the publishing company is struggling to keep up with demand. Marsha Hills, the manager of a major London bookseller, commented that they hadn't expected the response and that she fears that they will be sold out shortly after the book is available. (44)

News has just come in that the UK's favourite showbiz couple, Neil and Kate Hewitt, are expecting their second child in November. The couple, who live with their two-year-old son Isaac in North London, are said to be thrilled about the news. Although no formal statement has been released, our sources say that Kate is hoping that the new addition to the famous family will be a girl. She is thought to be planning to cut down her busy performance schedule for the arrival of Baby Hewitt number two later this year. (45)

Tune in to us at the same time next week for some more Titbits from around the world.

Listening Comprehension, Part 2

Interviewer: Have you ever read a story about a boarding school? Today we're going to find out what it's really like to be a boarder. Let me welcome Sally Strong who is a House Mother at a boarding school for boys aged 8 – 13. So Sally, what exactly is a House Mother?

Sally: Actually, at this school we're called Chalet Parents. The boys are divided into houses, as is the case with most boarding schools and you can see which house they are in according to the colour T-shirt that they wear as part of their school uniform. But with respect to where they sleep, the boys are divided into chalets. My husband is a teacher here at the school and he and I are Chalet Parents. Basically, my job is to care for the children: getting them showered, making sure they brush their teeth, reading them an evening story, looking after them if they can't sleep or have nightmares, and keeping in contact with the parents via email.

I: Can anyone be a Chalet Parent? I mean, what qualifications do you need?

S: Well, anyone applying to work at this school first undergoes child protection screening. But, first and foremost, you have to like children. I trained as a nanny but found working for families boring as it meant spending most of my time with babies and toddlers. Here at the school it's great to have lots of children to care for and also to mix with other adults.

I: Sally, tell us a bit more about these chalets.

S: Well, in many boarding schools children of all age groups live together in one house. This school has a different approach because the needs of a first year pupil and a fifth year pupil are very different. So the boys are divided into seven chalets organised by age. As boys make their way through the school, they move from one chalet to the next,

each catering to the specific needs of the particular age group. Well, this system also eliminates the risk of older boys bullying the younger ones as was common practice in the past. Our chalet has 30 boys in the first year and our aim is to help these 8-year-olds adjust to life in a boarding school in a happy, family atmosphere.

I: But Sally, isn't it a bit early to send an 8-year-old boy to boarding school?

S: Not if you're a parent on an overseas assignment wanting your kid to have British schooling! But that's not the case for most boys here. To understand this you have to see boarding schools in the right light. Boarding is a valuable experience which teaches children independence and the social skills that they need to live in society. Additionally, the school has excellent facilities and offers the boys a wealth of opportunity not available at ordinary schools. And they're very well looked after here!

I: How do you deal with homesickness?

S: To help the boys at the beginning, for the first 10 days, parents and children can write emails but they are not supposed to have phone contact. Experience has shown that a boy who hears the voice of one of his parents is more likely to miss home. Generally, the boys are not allowed mobile phones. Of course, the Chalet Parents and a child's parents are in contact, especially if the boy has trouble settling down. There is also a flexible system just for first-year pupils which enables them to go home almost any weekend and helps them get used to boarding life.

I: Corporal punishment is no longer allowed, so how do you make sure that the boys behave?

S: The first rule is that school life and chalet life are kept separate. A boy who is naughty during lessons is punished at school and this is not continued over at the chalet. Generally, we have no problems, as boys this age quickly get into routines and copy each other. If there is an issue, treats are taken away, such as no TV on Saturday evening, and this works very effectively.

I: Umm Sally, what's a typical day like for you as Chalet Parent?

S: Well, I wake up the boys at 7:15 by going into each room and opening the curtains. The boys have to get up straight away and be over in the main school building for breakfast at 7:30. I then check the beds, see to the washing and make sure the whole place is neat and tidy. There are 4 to 6 boys in each dormitory and they each have their own bed, bedside locker and a shelf where their clean clothes are kept. On weekdays the cleaner comes at 9 am and the day is mine. I welcome the boys home in the evening at about 6:30, and they play some games and unwind. School work is done in school; the chalet is for relaxation. At 7 the boys have a shower and they have to be in bed by 7:40, where they have 20 minutes of silent reading. At 8 o'clock it's "lights out".

I: What are the advantages and disadvantages of being a Chalet Parent?

S: There is a financial advantage. As a member of staff, if you look after a chalet you get free accommodation and a slightly higher salary. The other staff live on the school campus but they have to pay rent. The disadvantage is that you have to be there for the boys every morning and every evening. It's

possible to go out for the evening and get substitutes to settle the boys down for the night, but when you get back you are on duty again. Additionally, during term time I never eat together with my husband. He always eats over in the school building with the boys, as the teachers are supposed to make sure they have good table manners. But luckily, there are school holidays and, all in all, I really enjoy my job.

I: Well, boarding school life sounds great. Thank you Sally.

S: You're welcome.

Listening Comprehension, Part 3

56. You are at the airport, awaiting your flight.

All passengers travelling on Flight TDS52 are requested to proceed to Gate 63 immediately. Your flight is ready for boarding. Attention all passengers on Flight SQ25 bound for Singapore: the boarding gate has been changed to 30B. There will also be a slight departure delay due to snow and ice. I repeat, the gate for Flight SQ25 is now 30B.

57. You are taking a test and hear the following instructions.

Good morning. Could I have your attention please? Let me remind you of the examination procedure: All books, notes, coats, briefcases and bags must be removed from your desk area and placed to the front, sides, or back of the room. Watches must be switched to the silent mode, and mobile phones must be turned off and be handed in to the invigilator.

58. You hear this message on your mailbox:

Hi, it's Linda. I'd like to have a DVD night starting at 8:00 on Saturday evening. How about watching the latest Kenneth Campbell films? We can use my Mom's video projector to show the film, but can we borrow your laptop? Everyone's bringing something to drink and the girls are organising snacks. Can you come? Please call me back!

59. You are listening to the radio and hear the following.

American author, Kristin Caulfield, has been invited to the next 'Meet the Author' event. Kristin will read from her romantic thriller, *Bite Me or Love Me*, and take questions from the public. The event will take place at the London Public Library on Wednesday 8 January at 7.00 p.m. Copies of the bestseller, *Bite Me or Love Me*, will be available for purchase and signing.

60. You are in your classroom and hear this announcement over the loudspeaker system.

Attention all pupils: Due to the cold weather, the heating in both sports halls has a defect and cannot be used for the rest of the week. All pupils will be given alternative activities and supervised by the sports teachers in their classrooms. The planned swimming lessons for Class 5 at the local pool are not affected. Please check the notice board for updates.

C1

Listening: I can understand extended speech. I can understand television programmes and films without too much effort.

Reading: I can understand long, complex factual and literary texts and appreciate distinctions of style. I can understand specialised articles and longer technical instructions.

Speaking: I can express myself fluently and spontaneously and with precision. I can present detailed descriptions of complex subjects, rounding off with an appropriate conclusion.

Writing: I can write about complex subjects in letters, essays or reports. I can select the appropriate style for these.

C2

Listening: I can understand specialised lectures or presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.

Reading: I can understand abstract or specialised texts structured in a complex way, such as handbooks, academic articles or works of literature.

Speaking: I can give a talk in clear, smoothly-flowing speech on a complex subject and can deal with expressing implications and allusions.

Writing: I can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.

B1

Listening: I can understand the main points of speech on matters of work, school, leisure, etc. I can understand radio or TV programmes if people speak clearly.

Reading: I can understand everyday texts on personal or work matters. I can understand descriptions of events and wishes in personal letters.

Speaking: I can take part in conversations on family, hobby, work, travel and current events.

Writing: I can write simple texts on familiar topics. I can write personal letters describing my experiences and impressions.

B2

Listening: I can understand extended speech and lectures and most TV and current affairs programmes and films.

Reading: I can read articles and reports in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Speaking: I can interact with native speakers and take an active part in discussions.

Writing: I can pass on information in reports and essays giving reasons for or against a point of view.

A1

Listening: I can understand familiar words and very basic phrases when people speak slowly and clearly.

Reading: I can understand familiar names, words and very simple sentences, for example on notices and posters and in catalogues.

Speaking: I can interact in a simple way. I can use simple sentences to describe where I live and people I know.

Writing: I can write a short, simple postcard, for example sending holiday greetings.

A2

Listening: I can understand very basic information. I can understand the main point in short, clear, simple messages and announcements.

Reading: I can find specific information in simple texts (advertisements, menus and timetables) and can understand simple personal letters.

Speaking: I can communicate about simple, routine tasks. I can use a series of sentences to describe my private life and my job.

Writing: I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

The European Language Certificates

Your studies, your future



Internationally recognized language certificates enhance your CV

- available in eleven languages for all levels of the Common European Framework of Reference for Languages
- objective verification of your language skills – accepted by academic institutions and companies
- free mock examinations and clear-cut evaluation criteria allow for thorough preparation

telc English Certificates: The Proof of Excellence!



Language testing at its best:

- Groundbreaking dual-level examinations: telc English A2·B1 ▪ telc English A2·B1 School ▪ telc English A2·B1 Business
telc English B1·B2 ▪ telc English B1·B2 Business ▪ telc English B2·C1 Business ▪ telc English B2·C1 University
- Proof of language competence for Bachelor's and Master's Programmes
- Business, Technical, Hotel and Restaurant examinations also available

ENGLISH

- C2** telc English C2

- C1** telc English C1

- B2-C1** telc English B2-C1 Business
telc English B2-C1 University

- B2** telc English B2
telc English B2 School
telc English B2 Business
telc English B2 Technical

- B1-B2** telc English B1-B2
telc English B1-B2 School
telc English B1-B2 Business

- B1** telc English B1
telc English B1 School
telc English B1 Business
telc English B1 Hotel and Restaurant

- A2-B1** telc English A2-B1
telc English A2-B1 School
telc English A2-B1 Business

- A2** telc English A2
telc English A2 School

- A1** telc English A1
telc English A1 Junior

ITALIANO

- B2** telc Italiano B2

- B1** telc Italiano B1

- A2** telc Italiano A2

- A1** telc Italiano A1

PORTUGUÊS

- B1** telc Português B1

JĘZYK POLSKI

- B1-B2** telc Język polski B1-B2 Szkoła

DEUTSCH

- C2** telc Deutsch C2

- C1** telc Deutsch C1
telc Deutsch C1 Beruf
telc Deutsch C1 Hochschule

- B2-C1** telc Deutsch B2-C1 Beruf
telc Deutsch B2-C1 Medizin
telc Deutsch B2-C1 Medizin
Fachsprachprüfung

- B2** telc Deutsch B2+ Beruf
telc Deutsch B2 Medizin
Zugangsprüfung
telc Deutsch B2

- B1-B2** telc Deutsch B1-B2 Beruf
telc Deutsch B1-B2 Pflege

- B1** telc Deutsch B1+ Beruf
Zertifikat Deutsch
Zertifikat Deutsch für
Jugendliche

- A2-B1** Deutsch-Test für Zuwanderer

- A2** telc Deutsch A2+ Beruf
Start Deutsch 2
telc Deutsch A2 Schule

- A1** Start Deutsch 1
telc Deutsch A1
für Zuwanderer
telc Deutsch A1 Junior

TÜRKÇE

- C1** telc Türkçe C1

- B2** telc Türkçe B2
telc Türkçe B2 Okul

- B1** telc Türkçe B1
telc Türkçe B1 Okul

- A2** telc Türkçe A2
telc Türkçe A2 Okul
telc Türkçe A2 İlkokul

- A1** telc Türkçe A1

ESPAÑOL

- B2** telc Español B2
telc Español B2 Escuela

- B1** telc Español B1
telc Español B1 Escuela

- A2-B1** telc Español A2-B1 Escuela

- A2** telc Español A2
telc Español A2 Escuela

- A1** telc Español A1
telc Español A1 Escuela
telc Español A1 Júnior

FRANÇAIS

- B2** telc Français B2

- B1** telc Français B1
telc Français B1 Ecole
telc Français B1
pour la Profession

- A2** telc Français A2
telc Français A2 Ecole

- A1** telc Français A1
telc Français A1 Junior

РУССКИЙ ЯЗЫК

- B2** telc Русский язык B2

- B1** telc Русский язык B1

- A2** telc Русский язык A2

- A1** telc Русский язык A1

اللغة العربية

- B1** telc اللغة العربية B1

Examination Preparation

MOCK EXAMINATION 1

ENGLISH B2 SCHOOL

The two main characteristic features of telc examinations are examination papers based on clearly formulated language tasks and standardised and objective marking criteria. These features apply to all English examinations covered by the telc programme. The mock examination presented here enables teachers and learners to simulate the precise conditions under which the telc English B2 examinations take place, both from the perspective of organising the test as well as from the point of view of the test materials. In this way, it is possible to fully prepare test takers for the examination. The mock examination can also be used for practice purposes and for general information.